# Materials and Different Methods of Teaching English Language in Indian context

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*Abstract*

*English teaching methods have advanced quickly, particularly in the past 60 years. To navigate the market, make informed decisions, and increase the enjoyment of language learning, it is critical that instructors, training managers, and language learners are aware of the many approaches and strategies. A technique is a comprehensive strategy based on an approach, whereas an approach is, in general, a philosophy or point of view of teaching. Choosing and grading the content to be taught is part of the approach. Therefore, there can be a variety of approaches within one approach. Textbooks are just one type of material; there are also English structures, idioms, phrases, figures of speech, usages, proverbs, and more. Depending on the material, the thing approach should be used. In order to achieve the many goals of teaching English, it is necessary to effectively coordinate the various teaching methods and materials. Students must be taught a wide range of materials, and we must incorporate all of the subjects that need to be taught at the various educational levels.*

***Key Words:** Teaching Methods, Materials*

## I.    INTRODUCTION

English is deserving of being considered a great language out of all the languages in the world. The UK, USA, Canada, and other countries speak it as their first language. Millions of South Americans, Chinese, Indians, Japanese, Africans, and Europeans speak and read it as a second language. English can reach one out of every four people on the planet. In many nations, English is taught as a second language. In India, where several vernacular languages coexist, it has taken up a significant portion of the iculum. There is a lot of study being done on how to teach English as a second language (ESL) to foreigners. Everywhere, new techniques and strategies are being used to improve English language proficiency.A wide range of materials must be taught to the students, and we must incorporate all that has to be taught at the many educational levels, in order to achieve the many goals of teaching English. This requires efficient coordination between materials and diverse teaching modalities. Coordination is crucial for this. Textbooks are just one type of material; there are also English structures, idioms, phrases, figures of speech, usages, proverbs, and more. Depending on the material, the thing approach should be used. The communicative approach, situational and structural methods, direct technique, grammar translation method, etc., are more suited for teaching grammar and vocabulary. The direct method, narrative tactics, photos, and illustrations are far more effective ways to educate text books.

English teaching methods have advanced quickly, particularly in the past 50 years. In order to traverse the market, make informed decisions, and increase the enjoyment of language learning, it is critical that training managers and language learners, as well as well-being teachers, comprehend the various approaches and strategies. A technique is a comprehensive strategy based on an approach, whereas an approach is, in general, a philosophy or point of view of teaching. The process involves choosing and grading the content to be taught. Therefore, there can be a variety of approaches within one approach.The main methodologies are listed below in the chronological order ir development:

- ➢ Grammar Translation
- ➢ Direct Method
- ➢ Audio-Lingualism
- ➢ Humanistic Approaches
- ➢ The structural approach
- ➢ Suggestopedia method
- ➢ Total Physical Response (TPR).
- ➢ Immersion method
- ➢ Task-based language learning
- ➢ Natural Approach
- ➢ Lexical Syllabus

COMMUNICATIVE LANGUAGE TEACHING

According to scholarly studies, linguists have shown that there isn't a one approach that works well for everyone in every situation or that any one approach is fundamentally better than the others. Applying the same methods to every student isn't always feasible or acceptable because they all have distinct learning styles, settings, and demands. Every teaching strategy is founded on a certain knowledge of the language or the learning process, frequently employing fic approaches and materials in a predetermined order. Let's examine the practical implications of each method's incorrect emphasis or priority in the IOO11.

DETAIL OF THE METHODS IN TEACHING:

1. **Grammar-Translation method**

We may claim that learning is essentially translation to and from the target language when using the Grammar-Translation approach. Grammar rules must be committed to memory. Long lists of words must be committed to memory. The development of oral ability receives little to no attention. This approach involves translating from English into the original tongue. Written literary pieces are the main focus.

2. **The Direct Method:**

The target language is used only for instruction in the Direct Method. The student is not permitted to speak in their mother tongue. The focus is on proper pronunciation and grammar avoidance. Students learn using this approach by directly connecting meaning in English. The emphasis is on commonplace spoken language and contexts.

3. **Audio-lingual method:**

The Audio-Lingual technique emphasizes speaking and listening abilities. This approach is based on the idea that developing habits is a necessary part of learning a language. There is a lot of practice with dialogue in all circumstances. Before a new language is seen in writing, it is first widely drilled. This approach places a lot of emphasis on speaking and listening exercises as well as practicing patterns only in English.

4. **The structural approach:**

The Structural Approach considers the language as a complex of atical rules which are to be learned one at a time in a set order. So for ple the verb "to be" is introduced and practiced before the present continuous which uses "to be" as an auxiliary.

5. **Suggestopedia method:**

The theory underlying in the Suggestopedia method is that language in be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this y the mental blocks to learning are removed. Motivation and preparedness for teaching and learning are given more prominence.

6. **Total Physical Response: (TPR)**

Total Physical Response works by having the learner respond to imple commands such as "Stand up", "Close your book", "Go to the window and n it." The method stresses the importance of aural comprehension.

7. **Communicative language teaching: (CLT)**

Enabling the student to communicate correctly and successfully in a variety of contexts is the main goal of this approach. CLT courses cover concepts like time, amount, and place as well as actions like inviting, recommending, and complaining. Through active student participation through role plays, games, knowledge gaps, brainstorming, task-based learning, and other activities, this approach facilitates understanding of English.

8. **Immersion method:**

This corresponds to a great extent to the situation we have at our schools. ESL students are immersed in the English language for the whole of the school day and expected to learn group subjects such as mathematics, sciences, etc. through the medium of the target language, English. Englishmedium students who attend institutions find themselves in an immersion Evaluation.

9. **Task-based language learning**

The focus of the teaching is on the completion of a task which is sting to the learners. Learners use the language they already have to complete task and there is little correction of errors. This is the predominant method that be adopted for ESL teaching and learning process effectively. The tasks are subsumed in a major topic that is

studied for a number of weeks. In the topic of logy, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching theinternet, listening to taped material, selecting important vocabulary to teach other students Etc.

### 10.    Natural Approach

This approach stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

### 11.    Lexical Syllabus

This approach is based on a computer analysis of language which tifies the most common (and hence most useful) words in the language and various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic material.

## II.    CONCLUSION

As was already noted, a contemporary language instructor choose the best approach for each student rather than sticking to a single approach. With an emphasis on motivation and assisting students in becoming independent and motivated to learn more, this entails using the strategies and exercises that are suitable for each specific assignment, task, and learner. In order to choose the best tactics and use the most appropriate methodology for that learner's particular aims, learning style, and situation, an experienced professional language teacher always employs a prudent combination of appropriate methods and approaches.

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